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AUTHOR Hallinan, Maureen T., Ed.
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ABSTRACT

Chapters in this book focus on a wide array of educational issues that command attention at the end of the 20th century. Various aspects of contemporary schooling are explored, and models of school organization and functioning are proposed in the following chapters: (1) "Achievement-Oriented School Design" (James S. Coleman); (2) "Lost in Translation: Applying Total Quality Management to Schools, Colleges, and Universities" (Aaron M. Pallas and Anna Neumann); (3) "Markets for Organizational Reform: Private Education in Post-Communist Poland" (Barbara Heyns); (4) "Lessons from Catholic High Schools on Renewing Our Educational Institutions" (Anthony S. Bryk); (5) "School Choice in New York City: Preliminary Observations" (Peter W. Cookson, Jr. and Charlotte S. Lucks); (6) "Tracking Students for Instruction: Consequences and Implications for School Restructuring" (Adam Gamoran and Maureen T. Hallinan); (7) "Local Constraints on Opportunity To Learn Mathematics in High School" (Jennifer S. Manlove and David P. Baker); (8) "Talking and Working Together: Conditions for Learning in Complex Instruction" (Elizabeth G. Cohen, Rachel A. Lotan, and Nicole Holthuis); (9) "Academic Challenge, Motivation, and Self-Esteem: The Daily Experiences of Students in High School" (Barbara Schneider, Mihaly Csikszentmihalyi, and Shaunti Knauth); (10) "Reforming Education: A Critical Overlooked Component" (Alan C. Kerckhoff); and (11) "Creating Linkages in the High School-to-Work Transition: Vocational Teachers' Networks" (James E. Rosenbaum and Stephanie Alter Jones). References follow the chapters. (Contains 5 figures and 16 tables.) (SLD)

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